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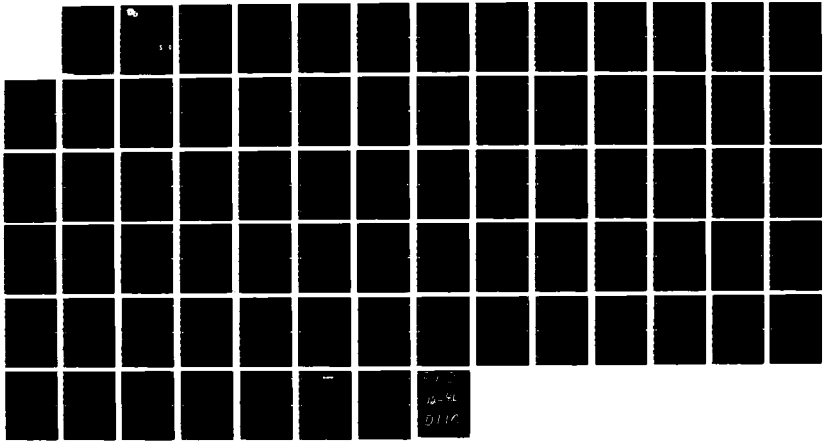

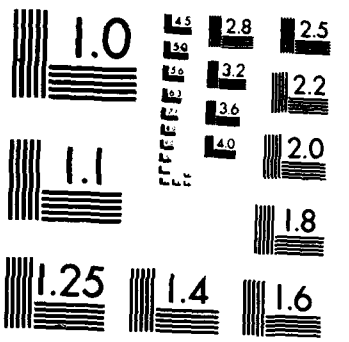

United States Army Recruiting Command

USAREC SR86-4

THE MEASUREMENT OF STUDENT ATTITUDES TOWARD POSSIBLE RECRUITING INCENTIVES AND CAREER OPPORTUNITIES

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MAY 1986

Approved for Public Release;
Distribution Unlimited

Prepared for
Advertising Research and Analysis Division
Program Analysis and Evaluation Directorate
U.S. Army Recruiting Command
By
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TECHNICAL REPORT

THE MEASUREMENT OF STUDENT ATTITUDES TOWARD POSSIBLE RECRUITING INCENTIVES AND CAREER OPPORTUNITIES

by

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May 1986

Prepared for the

Research and Studies Division
Program Analysis and Evaluation Directorate
U.S. Army Recruiting Command
Fort Sheridan, Illinois

Under
Contract No. DAKF15-85-C-0009

The Rumson Corporation
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DISCLAIMER

The views, opinions, and findings in this report are those of the author and should not be construed as an official Department of the Army position, policy, or decision, unless so designated by other authorized documents.

ACKNOWLEDGEMENTS

Essential to the completion of this study was the outstanding close professional collaboration and technical assistance of Dr. Gerald A. Klopp, Research and Studies Division, Program Analysis and Evaluation Directorate, U.S. Army Recruiting Command.

The author wishes to express his gratitude to the following organizations for their support in gaining access to respondents, a factor without which, this study could not have been conducted:

American Association of Community and Junior Colleges
Association of Independent Colleges and Schools
National Association of Trade and Technical Schools
National Council of Independent Junior Colleges
National Association of Health Career Schools

The author wishes to acknowledge the outstanding assistance and dedication of my colleague, Mrs. Patricia T. Harris. Her efforts were essential to the completion of this study.

Also cited for their exceptional technical assistance are:

Dhirendra Ghosh
Mr. Leo Horvath
Mrs. Audrey Brown
Mrs. Ruth Carver
Mrs. Reed Meek

ABSTRACT

A study was conducted between December 1984 and May 1986 for the purpose of measuring student attitudes toward a series of possible U.S. Army recruiting incentives and career opportunities. The students polled were a sample of those enrolled in community/junior colleges, proprietary colleges, and trade/technical schools within the contiguous 48 states.

The survey utilized the MAGNES[1/] technique, a mathematically rigorous psychometric polling methodology, that permits the combination and comparison of highly dissimilar issues on a common metric scale.

The survey indicated that duty station location, pay and allowances/benefits, and job training and educational benefits were the most desirable generic groups of incentives/opportunities. Military Service Attraction was the least attractive group.

A high degree of agreement exists among all demographic subgroups of respondents, especially with respect to the issues of highest and lowest priority.

[1/] MAGNES is the registered SERVICEMARK of The Rumson Corporation.

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I. INTRODUCTION

A. Purpose and Objectives

Described herein are the results of a study performed for the U.S. Army Recruiting Command (USAREC) under Contract No. DAKF15-85-C-0009. The study was performed during the period, December 1984 to April 1986.

The purpose of the study was to measure the attitudes of a specific student population towards an array of possible U.S. Army recruiting incentives and career oppportunities. The target population consisted of students who were enrolled in approximately 3200 public and independent community/junior colleges and trade/technical schools in the United States.[1/]

The aforementioned colleges and schools are members of five education associations:

- American Association of Community and Junior Colleges
- Association of Independent Colleges and Schools
- National Association of Trade and Technical Schools
- National Council of Independent Colleges and Schools
- National Association of Health Career Schools

Each organization cooperated by providing membership mailing lists and by soliciting participation in the study from their respective constituencies.

The objectives of the research were to:

1. Identify and/or develop a comprehensive inventory of possible recruiting incentives and career opportunities that might appeal to the target population.

2. Enlist the voluntary participation from a representative sample of schools in the categories enumerated above.

3. Conduct a poll of student volunteers from participating schools utilizing The Rumson Corporation's MAGNES[2/] technique.

4. Review overall results and compare subsets of student respondents to determine the influence on measured attitudes of such factors as age, sex, type of school, curriculum, mental capacity (test score category), etc.

The study was designed to provide weighted priorities that can be used by Army policy makers and manpower planners for formulating future recruiting strategies and budgets.

[1/] Limited to the 48 contiguous states.

[2/] MAGNES is the registered Servicemark of The Rumson Corporation.

B. Scope

The main body of this report is presented in the form of an expanded executive summary. The purpose is to highlight the most significant findings of the research. Other specifics relating to the methodology and the detailed results of the poll may be found in Appendices A and B respectively.

The main body of the report contains discussions of the following subjects:

- Background - The reasons for undertaking the study.
- Results - The principal findings of the study.
- Conclusions
- Recommendations

An overview of the technical approach is contained in Appendix A. Appendix B lists the detailed results of the polling and Appendix C lists the recruiting incentives and career opportunities with appropriate code numbers for ease of reference.

The annex to Appendix A contains a copy of the polling format, i.e., the survey instrument. As may be seen the polling format is basically a four (4) page document. A MAGNES type survey, however, is capable of producing voluminous data. To analyze all facets of the available information far exceeds the intent of the study. The report, therefore, provides an overview of the significant findings.

A complete summary of the raw data has been supplied to the sponsor. The latter may investigate any specific issue at its discretion.

C. Guidance for Interpretation of Results

1. Item Code Numbers

To facilitate reporting of results and to avoid excessive repetition, each possible recruiting incentive/career opportunity (hereinafter referred to an "incentive/opportunity") has been assigned a code number. The code number, sequenced between 1 and 42, represents also the relative ranking or priority of each item. As mentioned above, Appendix C contains a reference key to assist in the reading of the report.

2. Test Score Category

The term, "Test Score Category" (TSC), is referred to continually throughout this report. The term refers to a measure of the mental aptitude of enlistees and applicants for enlistment. TSCs have been established by the Department of Defense and are presented in terms of Armed Forces Qualification Test (AFQT) scores or equivalents as shown in Table I.

TABLE 1

TEST SCORE CATEGORIES

Test Score Category	AFQT Percentile Score Range
I	99-93
IIa	92-65
IIIa	64-50
IIIb	49-31
IVa	30-21
IVb	20-16
IVc	15-10
V	9-0

3. Interpretation

The reader is cautioned that the weights presented herein connote the relative magnitude between any two (2) items on the same scale. As such, the numerical weights have no meaning in an absolute sense. Furthermore, the weights have relevance only to the chart or graph being discussed. Direct comparison with respect to relative magnitudes among other subsets (e.g., demographic subsets) should be avoided.

II. BACKGROUND

Historically, U.S. Army recruiting activities have tended to focus on incipient and recent high school graduates. In view of a diminishing teen-age population and the attendant prospect of declining enlistments of quality recruits, Army force planners and recruiters have begun to examine alternative sources of manpower, e.g., post-secondary educational institutions. Of particular interest are those more mature students (35 years of age or less) who have enrolled in some form of post-secondary education not necessarily leading to a baccalaureate degree. The older age group has been considered by many planners to offer a possibly desirable target population in that individuals:

- Are more mature and, as evidenced by the desire for additional training, are more career/goal oriented.
- Have or are acquiring skills and job related experience that may be of use to the Army.

Success in attracting sizeable numbers of the older target population probably, however, will depend on several factors:

- The ability of the Army to offer recruiting incentives and career opportunities that are attractive, especially to the age group.
- Competitive incentives/opportunities by the other services and the civil marketplace.
- The availability of definitive guidance reflecting the relative desires of the age group that will permit the the design of precise advertising and recruiting campaigns.

The research effort reported herein was designed specifically to provide the elements described above.

Precedence for this study exists. The approach is a variation of previous work performed for USAREC by The Rumson Corporation (TRC) during the 1982-83 period (Ref. 2). The study, utilizing the MAGNES technique, measured the perceived attitudes of a nationwide sample of high school students toward selected recruiting incentives and reasons for joining the Army. Significant changes in the thrust of recruiting advertising programs have been attributed to the findings of that research.

Utilizing a more intensive approach, the attitudes of community/junior college and trade/technical school students have been measured. This study is somewhat unique in that many of the incentives/opportunities described herein actually were suggested by members of the target population during the course of preliminary fact-finding, focus-group discussion. (See Appendix A)

III. RESULTS

A. Adequacy of the Sample

A total of 4952 valid responses were received from 221 schools nationwide. The number of responses was 34.6 percent of the desired target-survey population of 14,500. The response was 49.5 percent of the minimum required (10,000) to provide a sample large enough to be able to detect a one (1) percent difference between any two (2) dichotomous items at the 95 percent confidence level. The number of valid responses, however, was sufficient to detect an overall 1.4 percent difference on a national basis.

The less than desirable sample size precludes, however, analysis at the census division and/or recruiting brigade level at the same, stringent specification, i.e., one (1) percent at the 95 percent confidence level.

While the sample was less than desired, the overall results are believed to be sufficiently robust to provide a valuable insight into the attitudes of students in American community/junior colleges, proprietary colleges, and trade/technical schools.

B. Demographic Profiles

1. Test Score Category

Of the total number of valid responses received, 42.1 percent were attributed to students who measured within the Test Score Category (TSC) range of I to IIIA. Normally, one would expect 50 percent of a representative population to fall within this range and the percentage would tend to increase as the age of the student increases.

Although nine (9) percent were classified as Category V, it was observed that a number of respondents were unable to finish the Enlistment Screening Test (EST) within the period allotted in view of other commitments, i.e., other classes. The number of Category V participants, therefore, may be inflated artificially.

2. Demographic Parameters[3/]

The average age of the respondent pool was 21.8 years old. The pool was predominantly white and single. The number of females exceeded the males by 14.0 percent.

Most of the students indicated full-time status (89.1 percent) and work status as part-time (43.9 percent) or not working (40.6 percent). The high response rate of full-time students and those who are not working or work part-time probably indicates at least a curiosity in exploring the military as an alternate source of future employment.

It can be assumed, also, that most part-time students have part or full-time employment. Under the circumstances, they may not have had the opportunity to take time to participate in the survey. Nor may there be as pronounced an interest in the military as an alternative source of employment. These two (2) factors may explain the low-level of participation, 9.9 percent, of part-time students.

Almost half of the respondent pool (44.4 percent) indicated enrollment in business administration (23.7 percent) and in technical (service) curriculum courses (20.7 percent) such as drafting, electronics maintenance, data processing, etc.

[3/] See Appendix B for detailed tabulations of data.

About 50.9 percent of the respondents indicated enrollment in business administration and the academic/science courses of study. It is assumed that these students are attending community/junior colleges for the first two (2) years of a traditional four (4) year curriculum. Nevertheless, over 73 percent indicated an interest in obtaining a "college" degree. The discrepancy (73 vs. 50.9) is thought to be attributed to the polling format question which failed to differentiate between the baccalaureate and associate degree levels.

C. Desirability Ratings

1. Overall Rating

The relative ranking and relative (desirability) weights, reflecting the perceptions or attitudes of the entire respondent pool toward the selected 42 incentives/opportunities, are shown in Table II. The same information is shown graphically in Figure 1.[4/]

The incentives/opportunities, despite generic dissimilarities, are now related and may be compared mathematically. For example, Item 1 has been considered by the respondent pool, collectively, to be 15.4 times more desirable than Item 42 or two (2) times more desirable than Items 13 and 14, both weighted 7.7. Conversely, Item 30 (Weight = 4.4) is but 50 percent as desirable as Item 9 (Weight = 8.8). Similar relationships may be drawn between any two (2) incentives/opportunities on the scale.

Figure 1 depicts the typical MAGNES "lazy S" curve, i.e., one that indicates some areas of exceptionally high or low priority (or desirability), i.e., Items 1 through 4 and Items 40 through 42, respectively. Between Items 5 and 39 the trend approaches linearity.

The latter three (3) items, i.e., bear special scrutiny:

40. Service in combat-type units/jobs offering much larger enlistment bonuses than for non combat-type units/jobs.

41. Personal challenge of being in the Army. ("Be all you can be!")

42. Service in combat-type units/jobs.

It should be noted that the enlistment bonus increases the desirability of service in a combat-type unit by 100 percent; Item 40 with a weight of 2.0, as opposed to Item 42 with a weight of 1.0.

[4/] The dashed line connecting the plots of relative magnitude is used solely to accentuate the trend and as such, has no mathematical connotation.

TABLE II

RELATIVE DESIRABILITY
OF
POSSIBLE
U.S. ARMY RECRUITING INCENTIVES AND CAREER OPPORTUNITIES

ALL RESPONDENTS

Code No. Relative Rank	Relative Weight	Incentive/Opportunity
1.	15.4	Guaranteed choice of duty station world wide.
2.	13.8	Low interest loans in service and after service for buying a home.
3.	13.7	Opportunity to take college credit courses, off-duty, with the Army paying 75% of the tuition.
4.	10.5	Retirement benefits depending on length of service; for example, 50% of base pay at highest rank after 20 years; 75% of base pay at highest rank after 30 years.
5.	9.7	In service training courses designed to ensure acceptability of credits for civilian education and employment.
6.	9.6	A program for contributing a portion of your monthly salary, matched by the Army, and accruing interest, payable upon separation or completion of enlistment (a possible "nest egg" for transition to civilian life).
7.	9.1	Enlistment in a 4 to 6 year Army apprenticeship program that guarantees training, on-the-job work experience, promotions, and a Department of Labor "Certificate of Apprenticeship" in chosen skill or trade.
8.	8.9	Free medical and dental services and free medical services for wife and children during enlistment period and after retirement.
9.	8.8	Repayment of prior student loans without "strings" of 1/3 the loan amount or $2500, whichever is greater, for each year of enlistment.
10.	8.1	Option of having enlistment bonus invested at competitive market interest, payable upon separation (a possible "nest egg" for transition to civilian life).
11.	8.1	Opportunity for becoming a commissioned officer while in the service.
12.	7.9	Husband and wife enlistment, technical training, and co-location program.
13.	7.7	Guaranteed permanent duty location after training for remainder of first enlistment.
14.	7.7	Opportunities for gaining leadership training and experience.
15.	7.6	Entry into the Army after 2 years of post-high school education as a Corporal at $767/month base pay plus non-taxable allowance for housing and food.
16.	7.6	Entry into the Army after 12 months of post-high school education as a Private First Class at $723/month base pay plus non-taxable allowances for housing and food.
17.	7.5	Repayment of prior student loans without "strings" of 1/3 the loan amount or $1500, whichever is greater, for each year of enlistment.
18.	7.4	Training and work experience in a job skill that would be useful in civilian life.
19.	7.3	Guaranteed opportunity to work in chosen career field while in the service.

TABLE II
(Continued)

Code No. Relative Rank	Relative Weight	Incentive/Opportunity
20.	7.2	Opportunity to review before enlisting, examples of typical 20, 25, and 30 year service programs that would project additional training opportunities, promotions, salaries, all benefits, and retirement values; a career "road map".
21.	6.8	Cash bonus of $10000 for 6 years of service.
22.	6.8	Entry into the Army after 6 months of post high school education as a Private at $695/month base pay plus non-taxable allowance for housing and food.
23.	6.4	Priority consideration over high school graduates in filling training and job quotas in chosen Army career.
24.	5.7	Opportunity to work in chosen career field at a level equal to or above achieved education and experience.
25.	5.5	Entry into the Army for a six-month mutual trial period with enlistment bonuses and educational benefits given after 6 months only if you agree to a normal two year or more enlistment.
26.	5.4	Service to your country.
27.	5.3	Opportunity to work in chosen career field while in service.
28.	5.3	Funds to continue college (including graduate studies) based on length of enlistment.
29.	4.7	Enlistment bonus for advanced civilian career training and/or experience in chosen career field.
30.	4.4	Cash bonus of $5000 for 4 years of service.
31.	4.3	Entry into Army at a higher rank based on the level of after high school training and/or experience.
32.	4.1	Placement in Army technical schools at an advanced level that takes into account prior civilian training and experience.
33.	4.0	Opportunity to train and to have a paid part-time job in the Army Reserve while remaining a civilian.
34.	4.0	Cash bonus of $2000 for 2 years of service.
35.	3.5	An enlistment contract written in easy-to-read language with all promises and factors clearly specified.
36.	3.3	Entry training (up to 6 months) plus 1 year active duty plus 3 years reserve duty for which soldier contributes $2400 and the Army add $14600 towards after-service education.
37.	3.2	One (1) year active duty including entry training (up to 6 months) plus 3 years reserve duty for which soldier contributes $2400 and the Army adds $6600 towards after-service education.
38.	3.1	Guaranteed monthly salary starting at $620/month taxable base pay PLUS non-taxable housing and food allowances (as a Recruit E-1); base pay and housing increase with rank and time in service.
39.	2.7	Adventure and travel.
40.	2.0	Service in combat-type units/jobs offering much larger enlistment bonuses than for non combat-type units/jobs.
41.	1.7	Personal challenge of being in the Army. ("Be all you can be!")
42.	1.0	Service in combat-type units/jobs.

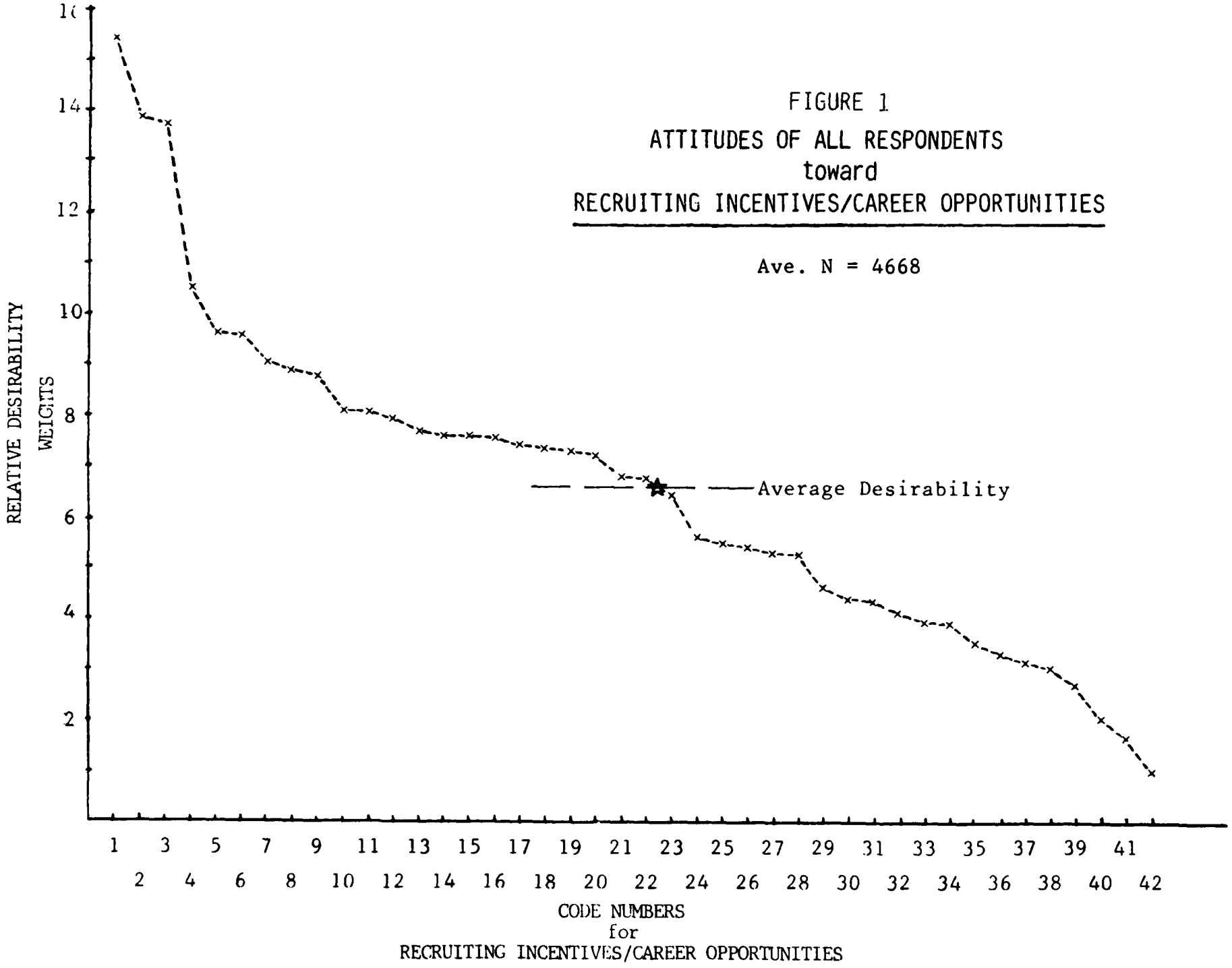


FIGURE 1
ATTITUDES OF ALL RESPONDENTS
toward
RECRUITING INCENTIVES/CAREER OPPORTUNITIES
Ave. N = 4668
RELATIVE DESIRABILITY WEIGHTS
16
14
12
10
8
6
4
2
Average Desirability
1 3 5 7 9 11 13 15 17 19 21 23 25 27 29 31 33 35 37 39 41
2 4 6 8 10 12 14 16 18 20 22 24 26 28 30 32 34 36 38 40 42
CODE NUMBERS
for
RECRUITING INCENTIVES/CAREER OPPORTUNITIES

2. Generic Grouping

The interpretation of the desirability weights is facilitated by grouping the various incentives/opportunities, generically. The generic groupings are shown in Figures 2A and 2B. The groupings are:

- Duty Location
- Pay and Allowances, Benefits
- Job Training and Educational Benefits
- Career Field
- Cash Bonuses
- Military Service Attraction

As a generic group, Duty Location was selected by the respondents as being the most desirable. A slight distortion may exist, however, since "Guaranteed choice of duty station world wide" (Item 1) was rated very high with respect to the two (2) other components. (See Figure 2A)

With respect to "Pay and Allowances, Benefits", such incentives as advanced entry grades depending on the length of post-high school training (Items 15, 16, 22, 31) are below average in desirability.

The ability to take college courses off-duty (Item 3) is rated very high as is civilian acceptability of military training (Item 5), the Army apprentice program (Item 7), and the repayment of student loans at the $2500 level (Item 9).

On the other hand "college fund" type programs (Item 28) and college expenses tied to Army Reserve membership are far below average desirability (Items 33, 36, 37).

Career Field and Cash Bonus incentives/opportunities have only moderate appeal, although the deposit of the enlistment bonus at market interest (Item 10) was shown to be relatively popular.

Figure 3 displays the relative desirability of cash bonuses as a function of the term of enlistment. It is doubtful, however, that the cash bonus at six (6) years is sufficiently attractive to stand alone since its relative weight (6.8) is approximately the same as the overall average desirability level (6.6).

Military Service Attraction (as a group) received the lowest overall ratings. The opportunity to become a commissioned officer (Item 11) and the opportunities for gaining leadership training and experience (Item 14) were rated above the overall level of average desirability.

FIGURE 2-A

GENERIC GROUPINGS
of
RESPONDENT ATTITUDES
toward
RECRUITING INCENTIVES/CAREER OPPORTUNITIES

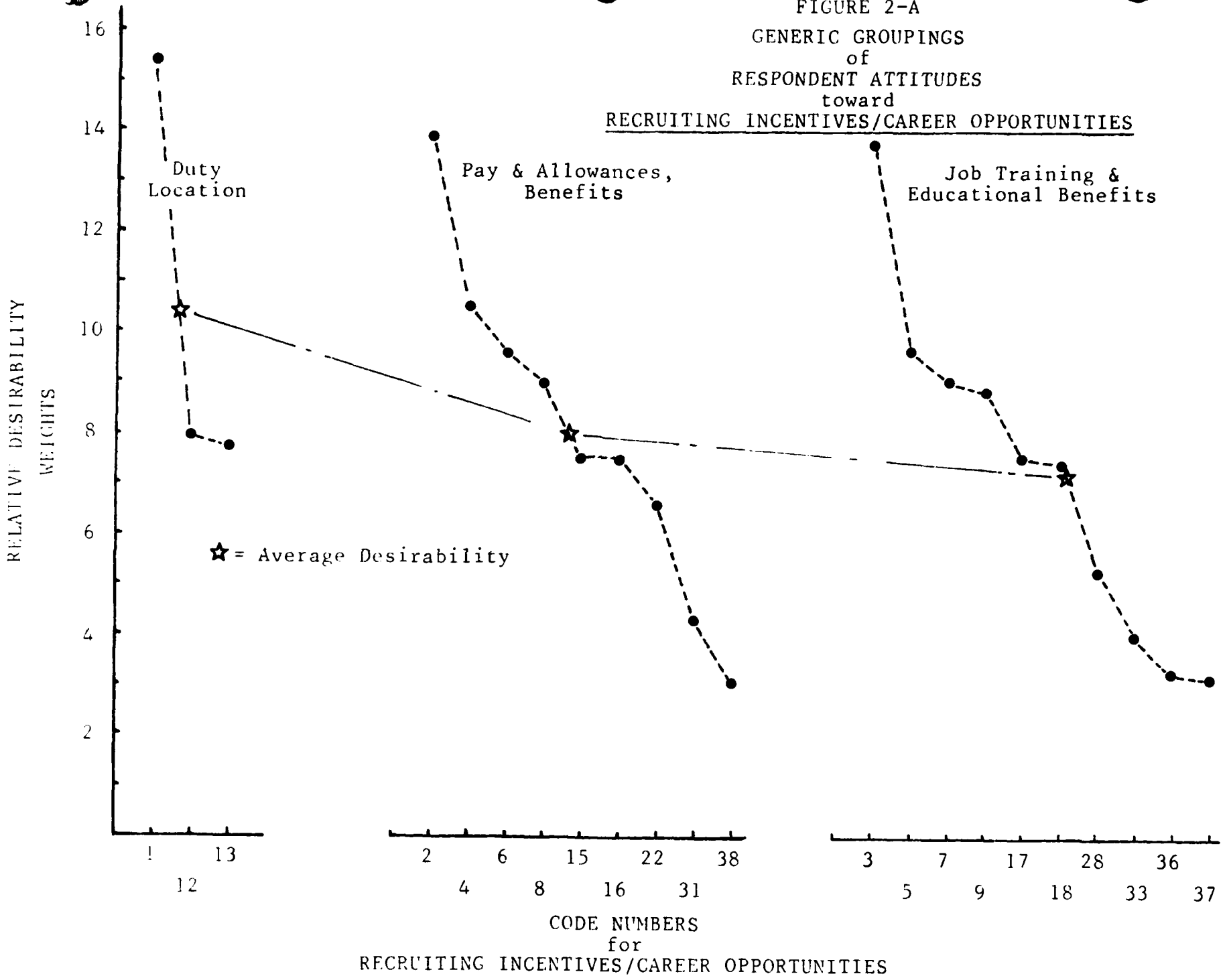


FIGURE 2-B

GENERIC GROUPINGS
of
RESPONDENT ATTITUDES
toward
RECRUITING INCENTIVES/CAREER OPPORTUNITIES

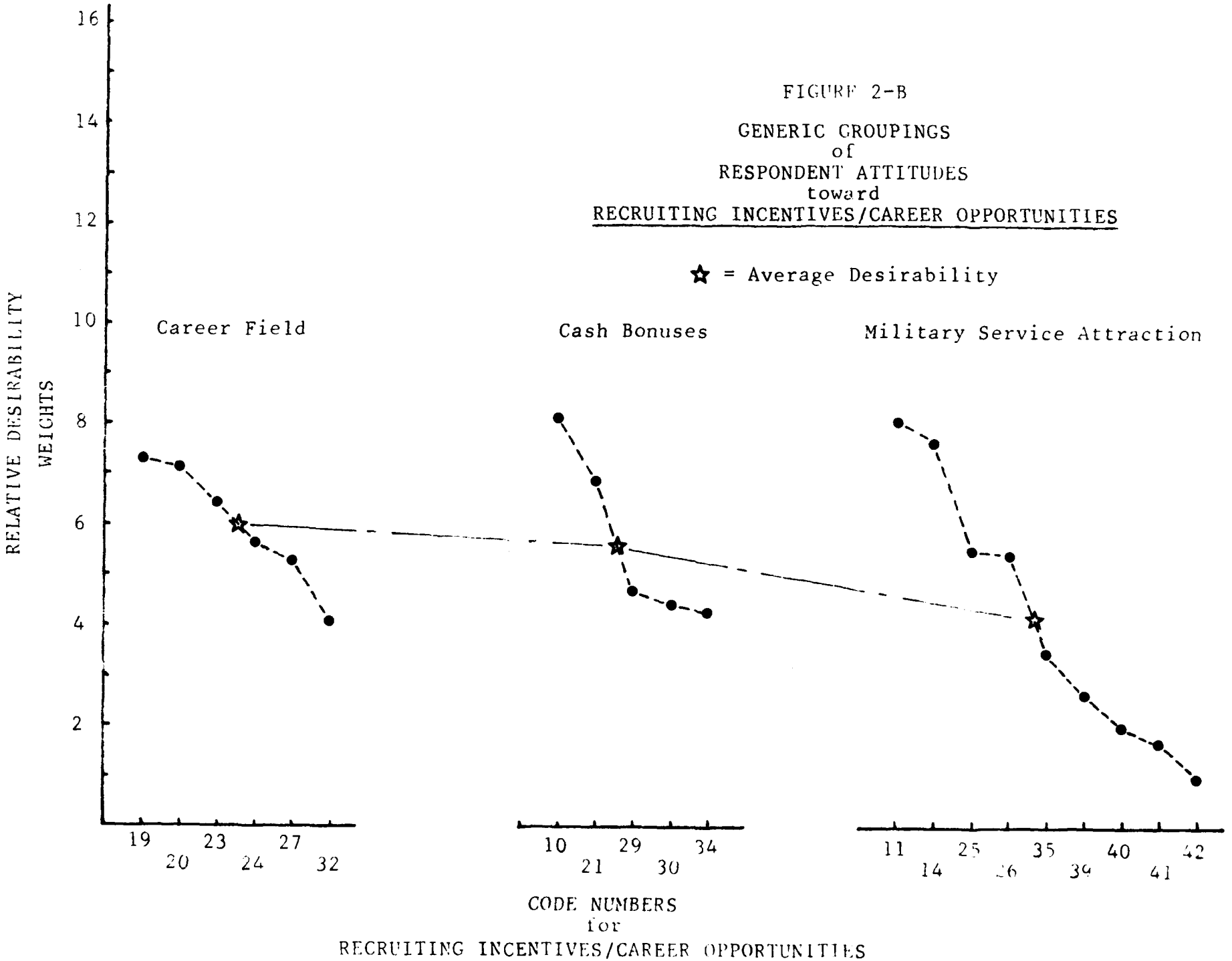
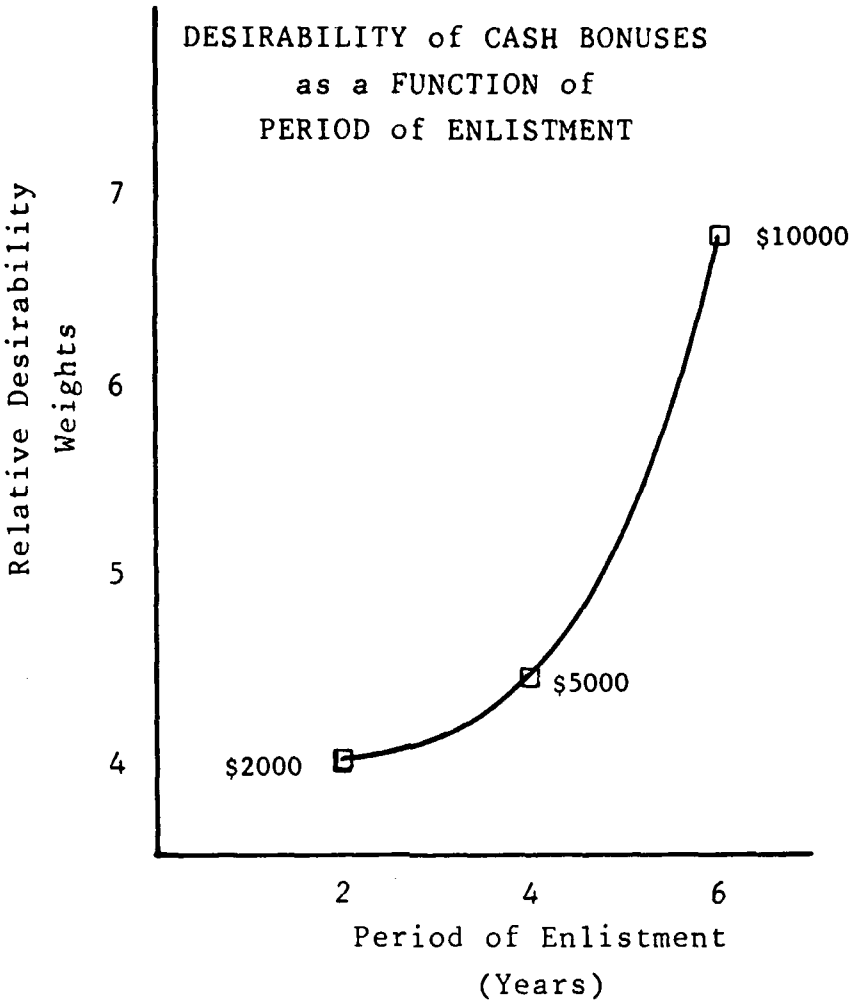


FIGURE 3



As cited above, service in combat-type units/jobs (Items 40, 42) were rated at the bottom (weights: 1.0, 1.7). The relative undesirability of this rating should not be equated to "lack of patriotism", however, since "Service to your country" (Item 26) was weighted 5.4.

3. Alternative Generic Grouping

The inherent mathematical properties of MAGNES provide the flexibility of regrouping the constituent elements according to any other convenient generic classification of interest. Table III indicates three (3) alternative generic groupings of the nine (9) most desirable incentives/ opportunities.

TABLE III

ANALYSIS OF THE MOST DESIRABLE
INCENTIVES/OPPORTUNITIES

Item Code	Generic Group	Wt.	Avg.
	"Settling Down"		
1	Guaranteed duty station	15.4	14.6
2	Low interest loans for home	13.8	
	Education		
3	Off-duty college	13.7	
5	Acceptability of training	9.7	10.8
7	Apprentice program	9.1	
	Personal Economic Security		
4	Retirement program	10.5	
6	Pay savings program	9.6	9.5
8	Free medical and dental	8.9	
9	Repayment of student loans	8.8	

There appears to be conclusive evidence that the student respondents are expressing a desire to enter into a period of personal stability ("settling down") based upon a foundation of education and personal economic stability. This is perhaps a normal phenomenon for this more mature age group.

D. Subgroup Comparisons

Normally, comparisons are performed among the various demographic subgroups to determine if differences in perception of value exist. The initial technique employed is rank-order correlation using the "Spearman rho" formula. Standard deviations are then calculated based on the distribution of place-differences for the various items. An inference of significant difference is gained by examining all issues or items that differ in rank by two (2) standard deviations or more.

An unusually high degree of correlation in perception of relative desirability was noted among all subgroups. The correlation coefficient tended to range for the most part between 0.9 and 0.99, although there were a few instances where the coefficient dropped to the 0.82 to 0.89 range--still a high degree of rank-order correlation.

The greatest differences occurred in comparing the various age groups and the test score categories; e.g.,

Age : <18 & 31-36 ; r = 0.84

Test Score Category: I & IVC ; r = 0.82

Both analyses indicated a uniform increase in lack of correlation between the extremes shown.

A comparison between the two groups enrolled in the arts and humanities and applied sciences exhibited a coefficient of (r=) 0.86, an outcome that could have been anticipated.

The fact that there was such a high degree of apparent agreement among subgroups does not imply that there was perfect unanimity on all issues. As mentioned above, a distribution of the frequency of place or rank differences was developed. Table IV indicates items having the greatest frequency of place differences exceeding two (2) standard deviations or more. The table further indicates the demographic subgroup that tended to value the item high.

The incentive/opportunity ratings of the subgroups listed on Table IV appear to be consistent throughout.

Further analysis of the distribution reveals almost total unanimity of perception among all subgroups with respect to Items 1 through 5 and 33 through 42, i.e., the highest and lowest priority incentives/ opportunities on the list.

E. Additional Questions

Part IV of the polling format consisted of eight (8) questions provided by the sponsor for internal use. The results are provided without comment in Appendix B.

The question dealing with propensity, however, was explored with respect to those students who indicated that they "probably" or "definitely" would join (PWJ and DWJ, respectively) the Army, a total of 658 or 13.3 percent of the respondent pool. Approximately 50 percent of the group were male and 27 percent were in Mental Categories I, II, and IIIA. Over 47 percent of the group were enrolled in courses that normally require at least two (2) additional years of formal college training after achieving an Associate Degree. Approximately 82 percent indicated a desire for a college degree.[5/] Forty-four percent classified themselves as black.

5/ This number probably includes those who are striving of an associate degree.

TABLE IV

MOST FREQUENT
RECRUITING INCENTIVES AND CAREER OPPORTUNITIES
HAVING RANK-ORDER DIFFERENCES
OF
AT LEAST 2 STANDARD DEVIATIONS

Subgroup	Incentive/Opportunity Code No.						
	10	14	15	16	18	19	22
• Test Score Category							
I	+						
II	+		+	+	+	+	+
III & IV	+	+	+	+	+	+	+
• Sex							
Male					+		
• Age							
<18			+	+		+	+
18-20	+						
21-25	+	+			+		
26-30	+	+			+		
31-35	+	+			+		
• Marital Status							
Single			+	+			
• Race							
Asian		+		+			
Black		+	+	+			+
White					+	+	
• Student Status							
Full-time	+		+			+	
• Employment Status							
Full-time		+					
Part-time					+	+	
No Employment				+			
• Curriculum							
Arts & Humanities						+	
• Propensity							
Probably will join							+
• Association Affiliation							
AACJC						+	
AICS		+					+
NATTS					+	+	

Subgroup comparisons among the four categories, i.e. DWJ, PWJ, etc., indicated the same high agreement, with the lowest being between the DWJ and DWNJ (r=0.90); and PWJ and DWNJ (r=0.90); an expected outcome. It may be assumed, therefore, that the same high degree of similar perceptions as to the value of the various incentives/opportunities exist.

IV. CONCLUSIONS

On the basis of the information derived from the survey, the following conclusions are offered for consideration:

- Although the actual sample was 49.5 percent of the minimum desired and the precision of the estimate was less than the goal (1.4 vs. 1.0 percent), the results are believed to provide useful insights into the attitudes of the target population.
- Of the 42 incentives/opportunities presented to the respondents, the following received the highest desirability value ratings:
  1. Guaranteed choice of duty station world wide.
  2. Low interest loans in service and after service for buying a home.
  3. Opportunity to take college credit courses, off-duty, with the Army paying 75% of the tuition.
  4. Retirement benefits depending on length of service; for example, 50% of base pay at highest rank after 20 years; 75% of base pay at highest rank after 30 years.
  5. In service training courses designed to ensure acceptability of credits for civilian education and employment.
  6. A program for contributing a portion of your monthly salary, matched by the Army, and accruing interest, payable upon separation or completion of enlistment (a possible "nest egg" for transition to civilian life).
- Duty station location, pay and allowances/benefits, and job training/educational benefits are the highest ranked generic groups of incentives and opportunities.
- Military Service Attraction is the least desirable generic group with service in a combat type unit being the least desired career opportunity.
- The perception of Army Reserve service <u>as presented in the survey</u> was below the level of average desirability.

- Guaranteed duty station location along with other incentives/ opportunities appear to indicate a desire for stability, i.e., "settling down", a quality of life not always possible in military service.
- Post-service educational assistance programs were rated below the level of average desirability.
- As a group cash bonuses for enlistment have below average desirability but have increasing popularity with size of the bonuses and the length of service commitment.
- The challenge of being in the Army ("Be all you can be!") has low appeal for the target population.
- The sample was quite homogenous as evidenced by the uniformly high rank-order correlation coefficients among the various subgroups of respondents.
- Despite more representation by females than males, the 0.96 rank-order correlation coefficient indicates almost identical perceptions with only a few minor disagreements.
- The greatest number of major disagreements among subgroups occur in the mid-range of the overall value scale, i.e., between priority numbers 10 and 26, and therefore, are considered to be of minor consequence.
- There is almost total agreement among all subgroups as to the relative desirability of the incentives/opportunities at the top and bottom of the list.

V. RECOMMENDATIONS

In view of the evidence presented and the conclusions drawn, the following recommendations are offered for consideration:

- In view of the unique attitudes of the post-secondary student and the fact that only 13.3 percent of the sample indicated a positive propensity for joining the service, the feasibility of mounting a directed recruiting campaign at the target population should be examined with great care.
- If the target group is considered to be a viable recruiting objective, new, specific incentives/opportunities are believed necessary. Items 1 through 9 should be given priority.

- Recruiters should be sensitized to the marked differences in perception between high school graduates with and without post-secondary education.
- An in-service savings program at competitive civilian interest rates should be considered as a recruiting incentive.
- The Army Apprentice program should be more widely advertised and disseminated.
- In view of the respondents interest in becoming a commissioned officer (Item 11) and in receiving leadership training... (Item 14) coupled with the desire for a degree, a form of in-school military training such as junior college ROTC might be considered.
- The results of this survey should be compared with those of a survey of high school students that was performed in 1982. (Ref. 1)

REFERENCE

1. Kaplan, Robert L. with Patricia T. Harris, The Measurement of High School Students' Attitudes Toward Recruiting Incentives, The Rumson Corporation, McLean, VA. 1983.

APPENDIX A

TECHNICAL APPROACH

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APPENDIX A

TECHNICAL APPROACH

I. INTRODUCTION

This appendix describes briefly the general technical approach employed by The Rumson Corporation (TRC) in measuring the attitudes of students in community/junior colleges, proprietary colleges, and trade/technical colleges towards an array of possible U.S. Army recruiting incentives and career opportunities.

Access to a national student population of almost 3,000,000 was made possible through the cooperation of five (5) major education associations:

- American Association of Community and Junior Colleges (AACJC)
- Association of Independent Colleges and Schools (AICS)
- National Association of Trade and Technical Schools (NATTS)
- National Council of Independent Junior Colleges (NCIJC)
- National Association of Health Career Schools (NAHCS)

II. PROCEDURES

The following is a brief synopsis of the procedures employed during the performance of the study. The sequence of the presentation is by Task as specified in the contract.

The study was performed in two (2) phases; Phase I, essentially, was in preparation for the polling, while Phase II was concerned with the actual polling and the analyses of the results. Phase II commenced upon receipt of a clearance from the U.S. Office of Management and Budget (OMB).

A. Phase I

1. Task 1 - (Develop a) Management Plan

A comprehensive management plan was developed which described how the study was to be accomplished. Appropriate milestones were established.

2. Task 2 - Develop Lists of Possible Recruiting Incentives and Career Opportunities

This task consisted of a thorough review of existing U.S. Army recruiting incentives and career opportunities. The researchers were aided materially by personnel from Headquarters, U.S. Army Recruiting Command, and the Arlington, Virginia, Recruiting Company.

The researchers then conducted a series of focus-group discussions with volunteer students at 14 schools, selected at random on the basis of dispersed geographic location and the relative membership populations of participating education associations. The schools, including dates of visits, locations, and association affiliation are shown in Table A-I.

Information from all sources was then arrayed and assessed for content, relevancy, redundancy, and exclusivity among other criteria.

Forty-two (42) incentives/opportunities finally were selected and approved by the sponsor.

3. Task 3 - Design and Test an Initial Polling Format

The 42 selected incentives/opportunities were arrayed randomly and displayed in a typical MAGNES polling format. Included in the polling format were the following components:

- An anonymous biographic questionnaire that requests certain demographic data.
- A set of instructions for completing a MAGNES survey.
- Provisions for including an Enlistment Screening Test (EST) as a part of the polling process.
- A set of eight (8) "additional questions" provided by the sponsor.

A draft polling format was tested at the Richmond, Virginia, Military Enlistment Processing Station (MEPS) for the purpose of:

- Determining if the respondents could understand the instructions without difficulty.
- Measuring the time required to complete the entire survey package.

On the basis of the pretest, some modifications were made to the instrument and instructions. A copy of the finalized polling format, that includes the 42 possible incentives/opportunities, may be found in the Annex to this Appendix.

4. Task 4 - Develop the Sampling Frame

After considering a number of alternatives, the type of school (determined by association affiliation) and densities thereof in census divisions, was selected as the basis for developing the sampling frame. The "cluster" technique was used, i.e., each of the schools selected would be asked to furnish 25 to 30 volunteers.

It was calculated that 10,000 respondents would provide a sample large enough to detect a one (1) percent difference between any two (2)

TABLE A-1

LOCATION OF FOCUS-GROUP DISCUSSIONS

(in Sequential Order)

	Date of Visit	School	Address	Type of School	Affiliation	No. of Students M	F
1.	14 Dec 84	Grand Rapids Junior College	Grand Rapids, MI	Community/Junior College	AACJC	4	0
2.	8 Jan 85	Chubb Institute for Computer Technology	Parsippany, NJ	Proprietary College	NATTS	9	2
3.	9 Jan 85	Academy of Aeronautics	Queens, NY	Independent College	NCIJC	13	0
4.	10 Jan 85	New England Institute of Technology	Warwick, RI	Trade/Technical School	NATTS	5	0
5.	22 Jan 85	Penn Valley Community College	Kansas City, MO	Community/Junior College	AACJC	6	1
6.	23 Jan 85	Link's School of Business	Boise, ID	Proprietary College	AICS	7	6
7.	24 Jan 85	National Technical Institute	Los Angeles, CA	Trade/Technical School	NATTS	10	0
8.	25 Jan 85	American College of Optics	Los Angeles, CA	Health Career School	NAHCS	6	5
9.	28 Jan 85	Parks College	Albuquerque, NM	Proprietary College	AICS	13	3
10.	29 Jan 85	San Antonio College	San Antonio, TX	Community/Junior College	AACJC	10	5
11.	30 Jan 85	Spencer College	Baton Rouge, LA	Proprietary College	AICS	11	9
12.	31 Jan 85	Bessemer State Technical College	Bessemer, AL	Community/Junior College	AACJC	7	3
13.	6 Feb 85	Chesapeake College	Wye Mills, MD	Community/Junior College	AACJC	7	2
14.	11 Feb 85	York Technical School	York, PA	Trade/Technical School	NATTS	9	1
					TOTAL	117	37

KEY

AACJC - American Association of Community and Junior Colleges
AICS - Association of Independent Colleges and Schools
NATTS - National Association of Trade and Technical Schools
NCIJC - National Council of Independent Junior Colleges
NAHCS - National Association of Health Career Schools

dichotomous items at the 95 percent confidence level. The target sample size was increased to 14,500 to account for probable losses, errors, etc. during administration of the survey. At 30 respondents per cluster, then, approximately 483 schools would be required to be surveyed.

5. Task 5 - (Develop) Recruiter Training Material

TRC developed detailed instructions and a "script" containing step-by-step instructions to be used to train approximately 120 recruiters. The latter would serve as survey administrators who would be tasked to actually conduct the survey.

6. Task 6 - Solicit Participation of Schools

Letters from the Commanding General of the Recruiting Command and the Presidents (or Executive Directors) of the five (5) education associations were prepared and sent to approximately 3300 schools. The letters solicited voluntary participation in the survey. Included in the letters were a statement of procedures and an assessment of impact, as well as a self-addressed, stamped return postcard.

Two (2) separate solicitations were made.

Data requested on the return postcard were found to have insufficient reliability on which to base sampling.

7. Task 7 - Assist in Preparation of OMB Clearance (Request)

TRC prepared a draft of the OMB clearance request in accordance with the provisions of the Paperwork Reduction Act of 1980.

8. Task 8 - (Prepare a) Phase I Report

A document containing a review of Phase I activities was prepared. Included was summary of "negative perceptions of recruiting and service life" as gathered during the course of conducting focus group discussions (Task 2).

9. Task 9 - (Conduct) Recruiter Training

Using material prepared in Task 5, TRC with the assistance of Recruiting Command personnel, conducted training sessions in each of the Recruiting Brigades. The subjects were recruiters and education specialists selected to administer the surveys in selected schools within each brigade.

10. Task 10 - Draw Sample

Using the density of schools by type within the nine (9) census divisions as design parameters, 477 schools were selected for polling. Responsibility for assigning survey administration was left to each brigade.

11. Task 11 - Poll Selected Schools

TRC distributed to each brigade all materials necessary to conduct the poll. Polling was conducted during the late fall of 1985 and the mid-winter 1986. Completed polling formats were forwarded directly to TRC for processing.

12. Task 12 - Process Data

Each returned polling format was screened manually for quality and manually encoded for data entry. Computations were performed according to proprietary TRC programs. The resulting data was analyzed.

13. Task 13 - (Prepare) Phase II Report

The analyzed data is presented herein. This Phase II report actually is a comprehensive final report.

A briefing was held at the Headquarters, U.S. Army Recruiting Command.

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ANNEX

TO

APPENDIX A

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ADP NO._____

E._____

U.S. ARMY

ENLISTMENT INCENTIVES AND CAREER OPPORTUNITIES

The U.S. Army is conducting research to find out what students in community/ junior colleges and technical/trade schools think about several possible enlistment incentives and military career opportunities. The purpose of this survey is to determine which of the incentives and opportunities listed on the next few pages you might find to be the most desirable if you were to consider joining the Army.

This survey is part of a bona fide research project. It is not an attempt to recruit you. Your identity is not needed, nor desired. PLEASE DO NOT SIGN YOUR NAME!!

IMPORTANT

Before turning the page, please fill in the information requested below.

****

1. Age (fill in): _____

2. Sex (check one): _____ Male _____ Female

3. Marital Status (check one):

   _____ Single, never married _____ Married _____ Divorced _____ Other

4. Race (check one): _____ Native American Indian _____ Asian _____ Black

   _____ Hispanic _____ White _____ Other

5. Student status for most of the school year (check one):

   _____ Full time _____ Part time

6. Employment status for most of the school year (check one):

   _____ Full-time job _____ Part-time job _____ Not working

7. Major course of study (check one which best fits your category):

   _____ Pre-professional (pre-law, pre-medicine, etc.)
   _____ Arts and Humanities (music, English, art, languages, etc.)
   _____ Behavioral and Social Sciences (education, economics, history, etc.)
   _____ Business Administration (marketing, accounting, management, personnel, etc.)
   _____ Natural Sciences (chemistry, biology, physics, etc.)
   _____ Applied Sciences (engineering, mathematics, etc.)
   _____ Technical (drafting, electronics maintenance, data processing, lab technician)
   _____ Trade (carpentry, practical nurse, barber, mechanics, etc.)
   _____ Commercial (typing, filing, shorthand, key punching, etc.)
   _____ Other (specify): _____

8. Interest in obtaining a college bachelor's degree or higher (check one):

   _____ Yes _____ No

INSTRUCTIONS

Please read and follow these instructions very carefully.

****

- On the facing page you will find some possible enlistment incentives and military career opportunities that might cause you to consider joining the Army. One incentive/opportunity is marked with a 10 . This is your REFERENCE.
- You are asked to compare each of the other incentives/opportunities, separately, with the REFERENCE only.
- When you do this comparison, some incentives/opportunities may seem MORE DESIRABLE or LESS DESIRABLE or the SAME to you.
- Use any positive number to show how much MORE DESIRABLE or LESS DESIRABLE you think each other incentive/opportunity is when compared only to the REFERENCE! But---

DO NOT USE ZERO (0) OR NEGATIVE NUMBERS.

STEPS TO FOLLOW:

- Find and read the REFERENCE.
- Go to the first incentive/opportunity and read.
- If you think an incentive/opportunity is MORE DESIRABLE than the REFERENCE, write in any number greater than 10 to show how much MORE. You may use very large numbers if you think the incentive/opportunity is a great deal MORE DESIRABLE.
- If you think an incentive/opportunity is LESS DESIRABLE than the REFERENCE, write in any number smaller than 10 to show how much LESS. You may use very small numbers, even fractions or decimals, if the incentive/opportunity is a great deal LESS DESIRABLE.
- If you think an incentive/opportunity has the SAME value to you as the REFERENCE, write in a 10 on the blank.

Rate it in comparison to the REFERENCE only. Now continue to the second item and repeat the comparison to the REFERENCE only. Go to the third, fourth, etc. in turn until you complete the list. Remember always compare to the REFERENCE only!

ALSO REMEMBER

YOU CAN RATE EACH INCENTIVE/OPPORTUNITY AS LARGE OR AS SMALL AS YOU THINK IT IS WORTH TO YOU, BUT:

DO NOT USE ZERO (0)!

DO NOT USE NEGATIVE NUMBERS!

Go ahead and start. Work at your own speed.

PART I

U.S. ARMY

ENLISTMENT INCENTIVES AND CAREER OPPORTUNITIES

1. _____Guaranteed monthly salary starting at $620/month taxable base pay PLUS nontaxable housing and food allowances (as a Recruit E-1); base pay and housing increase with rank and time in service.

2. _____Opportunity to work in chosen career field while in service.

3. _____Personal challenge of being in the Army. ("Be all that you can be!") *

4. _____Entry training (up to 6 months) plus 1 year active duty plus 3 years reserve duty for which soldier contributes $2400 and the Army adds $14600 towards after-service education.

5. _____Cash bonus of $5000 for 4 years of service.

6. _____An enlistment contract written in easy-to-read language with all promises and factors clearly specified.

7. _____Placement in Army technical schools at an advanced level that takes into account prior civilian training and experience.

8. 10 Adventure and travel.

9. _____Cash bonus of $2000 for 2 years of service.

10. _____Opportunity to train and to have a paid part-time job in the Army Reserve while remaining a civilian.

11. _____Service in combat-type units/jobs.

12. _____Opportunity to work in chosen career field at a level equal to or above achieved education and experience.

13. _____One (1) year active duty including entry training (up to 6 months) plus 3 years reserve duty for which soldier contributes $2400 and the Army adds $6600 towards after-service education.

14. _____Funds to continue college (including graduate studies) based on length of enlistment.

15. _____Free medical and dental services and free medical services for wife and children during enlistment period and after retirement.

16. _____Guaranteed opportunity to work in chosen career field while in the service.

17. _____Cash bonus of $10000 for 6 years of service.

18. _____Service in combat-type units/jobs offering much larger enlistment bonuses than for non combat-type units/jobs.

19. _____Service to your country.

20. _____Entry into Army at a higher rank based on the level of after high school training and/or experience.

21. _____Enlistment bonus for advanced civilian career training and/or experience in chosen career field.

22. _____Training and work experience in a job skill that would be useful in civilian life.

*NOTE: Inadvertent error in wording. Quote should read: "Be all you can be!"

CONTINUE TO THE NEXT PART!

FIND A NEW REFERENCE

PART II

U.S. ARMY

ENLISTMENT INCENTIVES AND CAREER OPPORTUNITIES

1. _____ Entry into the Army for a six-month mutual trial period with enlistment bonuses and educational benefits given after 6 months only if you agree to a normal two year or more enlistment.

2. _____ Repayment of prior student loans without "strings" of 1/3 the loan amount or $1500, whichever is greater, for each year of enlistment.

3. _____ Priority consideration over high school graduates in filling training and job quotas in chosen Army career.

4. _____ Entry into the Army after 12 months of post-high school education as a Private First Class at $723/month base pay plus non taxable allowances for housing and food.

5. _____ Guaranteed permanent duty location after training for remainder of first enlistment.

6. _____ Low interest loans in service and after service for buying a home.

7. _____ Entry into the Army after 6 months of post high school education as a Private at $695/month base pay plus non taxable allowances for housing and food.

8. _____ Opportunity for becoming a commissioned officer while in the service.

9. _____ Option of having enlistment bonus invested at competitive market interest, payable upon separation (a possible "nest egg" for transition to civilian life).

10. 10 Funds to continue college (including graduate studies) based on length of service.

11. _____ Opportunities for gaining leadership training and experience.

12. _____ Retirement benefits depending on length of service; for example, 50% of base pay at highest rank after 20 years; 75% of base pay at highest rank after 30 years.

13. _____ Repayment of prior student loans without "strings" of 1/3 the loan amount or $2500, whichever is greater, for each year of enlistment.

14. _____ Husband and wife enlistment, technical training, and co-location program.

15. _____ Opportunity to review before enlisting, examples of typical 20, 25, and 30 year service programs that would project additional training opportunities, promotions, salaries, all benefits, and retirement values; a career "road map".

16. _____ Entry into the Army after 2 years of post high school education as a Corporal at $767/month base pay plus non taxable allowances for housing and food.

17. _____ Opportunity to take college credit courses, off-duty, with the Army paying 75% of the tuition.

18. _____ Guaranteed choice of duty station world wide.

19. _____ Enlistment in a 4 to 6 year Army apprenticeship program that guarantees training, on-the-job work experience, promotions, and a Department of Labor "Certificate of Apprenticeship" in chosen skill or trade.

20. _____ A program for contributing a portion of your monthly salary, matched by the Army, and accruing interest, payable upon separation or completion of enlistment (a possible "nest egg" for transition to civilian life).

21. _____ In service training courses designed to ensure acceptability of credits for civilian education and employment.

CONTINUE TO NEXT PART!

PART III

PLEASE COMPLETE THE

ENLISTMENT SCREENING TEST

Turn over and continue!

ADP NO. _____

PART IV

ADDITIONAL QUESTIONS

1. I think that the total cost of my post high school education will reach (check one):

   _____ Less than $1000
   _____ At least $1000 but less than $3000
   _____ At least $3000 but less than $5000
   _____ At least $5000 but less than $7500
   _____ $7500 or more

2. Taking into account scholarships, Government grants, loans, my own savings and earnings, and help from my own family, I (and my spouse, if married) provide the following amount of my yearly school and living expenses (check only one):

   _____ All of the expenses
   _____ About 3/4
   _____ About 1/4
   _____ None of my expenses
   _____ More than 3/4
   _____ About 1/2
   _____ less than 1/4

3. After completing my current training program, I intend to (check only one):

   _____ Continue school
   _____ Continue working at my present job
   _____ Change my job to an area related to my current school study program
   _____ Change my job to an area not related to my school study program
   _____ Do nothing
   _____ Join the service
   _____ Other

4. If I were to consider joining the military service, I would rank my interest as follows (rank each service in order of preference from 1 (highest) to 5 (lowest)):

   _____ Army _____ Navy _____ Air Force _____ Marines _____ Coast Guard

5. Considering that I ranked one service No.1 in Question 4, above, I chose that service because (check only one):

   _____ Training offered
   _____ Family tradition
   _____ Image of Service
   _____ Benefits offered
   _____ My friends joined
   _____ Other reason
   _____ No particular reason
   _____ Type of work

6. I work regularly on weekends: _____ Yes _____ No

7. Most of my educational expenses are provided by (check only one):

   _____ Scholarships and grants
   _____ Money earned from jobs while in school
   _____ Money provided by my family
   _____ Money provided by my spouse
   _____ Student loans guaranteed by Government
   _____ Money provided from other sources
   _____ Uncertain

8. What is the likelihood of your joining the military service after graduation?

   _____ Definitely will
   _____ Probably will
   _____ Probably will not
   _____ Definitely will not

YOU ARE DONE!! THANK YOU. PLEASE TURN ALL MATERIALS IN TO THE MONITORS.

APPENDIX B

DETAILED RESULTS

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APPENDIX B

DETAILED RESULTS

I. INTRODUCTION

A. Scope

This Appendix provides detailed results of the survey. The order of presentation is as follows:

- Adequacy of the Sample
- Demographic Summary
- Enlistment Incentives and Career Opportunities Ratings
- Responses to Additional Questions
- Subset (of respondent groups) Comparisons

B. Caution

The effective number of responses, n, from item to item within a subject for analysis may vary. The discrepancies reflect either a deliberate or inadvertent omission on the part of the respondent or a response that was removed before data entry for failure to meet certain quality standards. In many instances, an average "n" has been calculated for the specific reportable issue.

II. ADEQUACY OF SAMPLE

A. Survey Design

Other than some "untabulated" data collected in 1982 by the National Center for Education Statistics, information relative to the demographic characteristics of the student bodies in community/junior colleges and trade/technical schools appears not to exist. For this reason the student population of these institutions cannot be assumed to be a representative of the general population within the same age group. Beyond the fact that a school is located within a census division, the lack of reliable data relative to such parameters as day and night enrollment, race, etc. prevented the drawing of a representative sample of student respondents.

As a reasonable and practical expedient the stratified cluster sample approach was selected as the basis for the survey design. The five (5) classifications of schools and the densities thereof in the nine (9) census divisions were used as the superstrata. The classifications used were:

- American Association of Community and Junior Colleges (AACJC)
- Association of Independent Colleges and Schools (AICS)
- National Association of Trade and Technical Schools (NATTS)
- National Council of Independent Junior Colleges (NCIJC)
- National Association of Health Career Schools (NAHCS)

Each individual school is considered to be a cluster of students, with all schools in the five associations listed above forming the target population. The selection of the schools to be surveyed as well as the respondents to be polled was made more complex in that each school and student had to be a volunteer. If a school declined to be a voluntary participant in the survey, all of its students were, therefore, unavailable for the survey regardless of the individual students' desire to participate.

B. Sizing the Sample

The precision of any estimate derived from a sample survey depends on the size of the sample, the characteristics of the population, and the nature or objectives of the survey. The only controllable variable in this research was the sample size.

In order to establish the desired sample size, an essential concept was adopted. Since the MAGNES technique permits the legitimate comparison of any two (2) items on a common scale, a dichotomous variable exists, i.e., one item can be rated either higher or lower than another. An unknown proportion (P) of the target population (of students) is associated with each dichotomous variable. The sample proportion (p) is an unbiased estimate of P.

The calculation of the required sample size was based on the assumption that the sample proportion (p) should be within one percent (i.e., the half-length) of the true proportion with a confidence level of 95 percent. This requirement dictated a sample size of approximately 10,000 respondents, assuming simple random sampling design. Critical to this approach is the assumption that the unknown proportion (P) is 0.5, which makes the sample size the largest since the population variance is maximum when the population proportion is 0.5.

The size of the sample (n) was calculated, therefore, using the following equation for a standard error:

$$K \sqrt{\frac{PQ}{n}} = \text{Error}$$

where:

K = 1.96 (number of standard deviations in a unit normal distribution with 0.05 probability in its tails)

P = 0.5 (assumed population proportion)

Q = 1-P

Error = .01 (1%)

The sample size (n) was calculated to be approximately 10,000 respondents.

Since the sampling design was actually a stratified cluster rather than a simple random sample, corrections were considered. Stratification tends to decrease the number of respondents required, whereas "clustering" inflates the number. The two (2) corrections were assumed to cancel each other, thus making the net effect equal to unity. This is called the design effect (DEFF). (Ref. B-1)

On the basis of such practical consideration as anticipated short-falls in the number of participating schools and/or students, a further increase in target sample size of approximately 14,500 students was established. In order to fulfill this objective, each school was expected to provide 30 volunteers. Therefore, approximately 483 schools distributed among the five (5) classifications were required.

C. Results

The entire combined memberships, some 3100+ schools, were solicited to participate by two (2) separate mail requests. Replies were received from about 1600 schools of which 788 indicated their willingness to participate. A total of 477 schools, finally, were selected randomly from this pool. With each school providing 30 students, a respondent pool of 14,310 was possible.

Table B-1 summarizes the participation on a national basis. In view of the small response, the NCIJC and NAHCS schools have been combined (Comb.) for reporting purposes.

The rate of response was disappointingly low considering the number of schools who originally agreed to participate. The causes for the failure to meet commitments cannot be stated with certainty although reasons may include:

- Delay in polling from Spring 1985 to Fall 1985 caused by processing of survey clearance through Department of Defense and U.S. Office of Management and Budget, as loss of approximately 120 days.

TABLE B-1

SUMMARY OF SCHOOL PARTICIPATION

	Education Associations				
	AACJC	AICS	NATTS	Comb.	Totals
No. of Schools in each Association	1198	802	859	241	3100
Schools Available for Polling	362	185	191	50	788
Schools Selected for Polling	184	119	124	50	477
Schools Actually Participating	106	53	51	11	221
Rate of Response	57.6%	44.5%	41.1%	22%	43.3%
No. of Respondents Polled[1/] (Net)	2295	1286	1130	241	4952
Rate of Resp = $\frac{\text{Actual}}{\text{Expected}}$	49.7%	36%	30.4%	16.1%	34.6%

- Changes in school administration from Spring to Fall.
- Failure of survey administrator to discharge responsibility as evidenced by non-receipt of 81 after (polling) action reports.

The lack of desired uniform response, furthermore, precluded examination of results by census division. For this reason the standard error could be computed only on a national and school classification basis. Table B-2 summarizes the computed error of the estimate.

Despite the lack of desired representation, the overall consistency of the relative weights (reported elsewhere in this document) generated by the poll is believed to be capable of providing valuable insight into the

---

[1/] The net number of students polled excludes those rejected for failing to meet age and quality criteria; some 1378 additional respondents. (See Table B-3)

TABLE B-2

COMPUTED ERROR OF THE ESTIMATE

Education Association	Sample Size	Half-Length of 95% Confidence Level
AACJC	2295	2.0%
AICS	1286	2.7%
NATTS	1130	2.9%
Combined	241	6.3%
TOTAL	4952	1.4%

attitudes of students in community/junior colleges and trade/technical schools. Furthermore if less precision in the estimate is allowed (e.g., 3-5 percent error at the 95 percent confidence level), a wide range of examination can be accommodated.

III. DEMOGRAPHIC PROFILES

A. Size of the Respondent Pool

A total of 6289 polling formats were received from survey administrators for processing. Each response submitted to a rigorous manual screening process which resulted in the rejection of some 1378 (or 21.9 percent) for failure to meet quality assurance criteria. The net useable number of responses, therefore, was 4955.[2/] The basic criteria and the tabulation of losses are listed in Table B-3.

[2/] An unaccountable discrepancy of three (3) responses exists in the various tabulations. Most of the difference is believed to be attributed to the inadvertent inclusion of two (2) responses from the "over 35" age group. Since the geometric mean has such dramatic damping effect, the net effect was unmeasureable.

TABLE B-3

SUMMARY OF QUALITY ASSURANCE LOSSES

Criteria	No. of Respondents
Age (greater than 35)	405
Excessive repetition of a single value	433
Responses limited to 1-10 range	415
Excessive Omissions	104
Unauthorized change of "Reference" Item	21
TOTAL REJECTS	1378

The responses from those over 35 years old were eliminated by virtue of an Army policy which bars recruiting above that age. Rather than publicly embarrass respondents in that age group, survey administrators were instructed to allow them to complete the survey.

The reasons for such an unusually high rejection rate cannot be attributed to any specific causative factors. Normally the rate of rejection is five (5) percent or less.

B. Subgroup Summaries

1. Density of Responses by Census Division and School Category

Table B-4 summarizes the number of respondents by Census Division and School Category.

The response rates for Census Divisions 1 and 2 were disappointing, particularly when the expected numbers of respondents were 810 (AACJC), 1020 (AICS), 1050 (NATTS), and 360 (Combined NCIJC and NAHCS) respectively. The overall response rate for the two (2) census divisions was only 8.1 percent of the desired amount.

TABLE B-4

NUMBER OF RESPONDENTS

BY

CENSUS DIVISION AND SCHOOL CATEGORY

Census Division	School Category				Totals
	AACJC	AICS	NATTS	Combined	
1	0	69	58	0	127
2	15	0	120	0	135
3	628	370	155	160	1313
4	360	284	157	21	822
5	473	128	81	30	712
6	221	68	186	0	475
7	309	192	160	0	651
8	86	34	66	17	203
9	203	151	147	13	514
TOTAL	2295	1286	1130	241	4952

2. Mental Capacity Measurement

The distribution of respondents by test score category are listed in Table B-5.

Approximately 42 percent lie in the Category I through IIIA levels. The relatively large numbers of Category V and non-responses may be misleading. It was observed during the polling that a number of the students were unable to finish the measurement instrument, i.e., the Enlistment Screening Test (EST), in view of other commitments for the following class period.

TABLE B-5

DISTRIBUTION OF RESPONDENTS BY TEST SCORE CATEGORY

Test Score Category	AFQT Percentile Score Range	N	%
CAT I	99-93	255	5.1
CAT IIA*	92-65	1204	24.3
CAT IIIA	64-50	628	12.7
CAT IIIB	49-31	970	19.6
CAT IVA	30-21	396	8.0
CAT IVB	20-16	228	4.6
CAT IVC	15-10	446	9.0
CAT V	9-0	446	9.0
NO RESPONSE	---	382	7.7

*Category IIB = 0

3. Age (Question 1)[3/]

The ages of the respondents are listed in Table B-6. The ages have been grouped for convenience.

TABLE B-6

DISTRIBUTION OF RESPONDENT AGES

Years of Age	<18	18-20	21-25	26-30	31-35	>35	No Response
N	108	2672	1119	635	360	2	59
%	2.2	53.9	22.6	12.8	7.3	Nil	1.2

The average age of all respondents has been computed to be 21.8 years.

[3/] See Polling Format, Annex to Appendix A

4. Sex (Question 2)

The number of female respondents, 2810 or 56.7 percent, exceeded the number of males, 2114 or 42.7 percent, by 796. Thirty-one (31) respondents failed to indicate their sex.

While seeming disproportionate insofar as military service is concerned, data to be presented subsequently will reflect only minor differences in perception between the sexes.

5. Marital Status (Question 3)

The marital status of all respondents is shown in Table B-7.

TABLE B-7

DISTRIBUTION OF RESPONDENTS
BY
MARITAL STATUS

Marital Status	Single	Married	Divorced	Other	No Response
N	3708	792	306	111	38
%	74.8	16.0	6.2	2.2	1.0

6. Race (Question 4)

Table B-8 lists the racial distribution of the entire respondent pool.

TABLE B-8

DISTRIBUTION OF RESPONDENTS BY RACE

Race	Native Amer	Asian	Black	Hisp	White	Other	No Resp
N	96	70	1037	265	3364	54	69
%	1.9	1.4	20.9	5.3	67.9	1.1	1.4

7. Student Status (Question 5) and Employment Status (Question 6)

The status of the respondents as either full or part-time students is shown in Table B-9.

TABLE B-9

DISTRIBUTION OF RESPONDENTS BY STUDENT STATUS

Student Status	Full Time	Part Time	No Response
N	4415	490	50
%	89.1	9.9	1.0

Employment status is shown is Table B-10.

TABLE B-10

DISTRIBUTION OF RESPONDENTS BY EMPLOYMENT STATUS

Employment Status	Full Time	Part Time	Not Working	No Response
N	700	2175	2012	68
%	14.1	43.9	40.6	1.4

8. Major Course of Study and Interest in a College Degree (Questions 7 and 8).

Table B-11 indicates the distribution of respondents by their major course of study. Approximately 51 percent were enrolled in courses (identified by an asterisk) that normally require completion of a "four-year" curriculum. This percentage is contrasted to the declared interest in a college degree as shown in Table B-12 where 73.1 percent indicated an interest in pursuing a college degree. The discrepancy might be attributed to the polling format question which did not discriminate between the baccalaureate and associate degree levels.

TABLE B-11

DISTRIBUTION OF RESPONDENTS BY MAJOR COURSE OF STUDY

Major Course of Study[4/]	N	%
*Pre-Professional	389	7.9
*Arts & Humanities	282	5.7
*Behavioral & Social Sciences	405	8.2
*Business Administration	1172	23.7
*Natural Sciences	109	2.2
*Applied Sciences	161	3.2
Technical (Service)	1025	20.7
Trade	529	10.7
Commercial	551	11.1
Other	166	3.4
No Response	166	3.4

*Courses normally require completion of "four-year" curriculums.

[4/] The course categories were defined further in the polling format as shown below:
Pre-professional (pre-law, pre-medicine, etc.)
Arts and Humanities (music, English, art, languages, etc.)
Behavioral and Social Sciences (education, economics, history, etc.)
Business Administration (marketing, accounting, management, personnel, etc.)
Natural Sciences (chemistry, biology, physics, etc.)
Applied Sciences (engineering, mathematics, etc.)
Technical (drafting, electronics maintenance, data processing, lab technician)
Trade (carpentry, practical nurse, barber, mechanics, etc.)
Commercial (typing, filing, shorthand, key punching, etc.)
Other (specify): _____

TABLE B-12

DISTRIBUTION OF RESPONDENTS BY INTEREST IN COLLEGE DEGREE

Interest in College Degree	Yes	No	No Response
N	3620	1252	83
%	73.1	25.3	1.7

IV. OVERALL RESULTS

A. Methodology

Each respondent was instructed to rate each of the listed incentives/opportunities, quantitatively, with respect to a designated reference item. The criteria applied was that each other item had to be "more desirable", "less desirable", or the "same" (value) as the reference item. The respondents were free to use any numerical value system to represent their personal perceptions.[5/]

Parts I and II were rated separately and were merged during data processing to provide overall ratings.

B. Overall Rating

The results are in the form of relatively weighted priorities as perceived by the entire respondent pool. The results are set forth in Table B-13.

The "average desirability" is approximately 6.6. Average desirability is computed by summing the weights for all incentives/opportunities in the group and by then dividing by the number of items within the group.

Greater insight into student desires can be achieved often by examining generic groupings of incentives/opportunities. Six (6) groupings were established as follows:

- Duty Location
- Pay & Allowances, Benefits
- Job Training and Educational Benefits
- Career Field
- Cash Bonuses
- Military Service Attraction

5/ Refer to instructions found in the sample polling format found in the Annex to Appendix A.

TABLE B-13

ATTITUDES OF ALL RESPONDENTS

TOWARD

RECRUITING INCENTIVES/CAREER OPPORTUNITIES

Column I

Code No.* Relative Rank	Relative Weight
1	15.4
2	13.8
3	13.7
4	10.5
5	9.7
6	9.6
7	9.1
8	8.9
9	8.8
10	8.1
11	8.1
12	7.9
13	7.7
14	7.7
15	7.6
16	7.6
17	7.5
18	7.4
19	7.3
20	7.2
21	6.8
Go to Column II	

Column II

Code No.* Relative Rank	Relative Weight
22	6.8
23	6.4
24	5.7
25	5.5
26	5.4
27	5.3
28	5.3
29	4.7
30	4.4
31	4.3
32	4.1
33	4.0
34	4.0
35	3.5
36	3.3
37	3.2
38	3.1
39	2.7
40	2.0
41	1.7
42	1.0

Note: All incentives/opportunities are now related despite apparent dissimilarities. For example, an item weighted "12" may be considered 6 times more desirable than one weighted "2". Conversely, an item weighted "5" is but one-third as desirable as one weighted "15". Numerical ratios can be computed between any two items.

*See Appendix C for definition of each incentive/opportunity.

Table B-14 summarizes the weights of the six (6) generic groupings.

TABLE B-14
GENERIC GROUPING
OF
RESPONDENT ATTITUDES TOWARD
RECRUITING INCENTIVES/CAREER OPPORTUNITIES

Group	Item Code	Relative Weight	Average Weight
Duty Location	1	15.4	10.3
	12	7.9	
	13	7.7	
Pay & Allowances, Benefits	2	13.8	8.0
	4	10.5	
	6	9.6	
	8	8.9	
	15	7.6	
	16	7.6	
	22	6.8	
	31	4.3	
	38	3.1	
Job Training & Educational Benefits	3	13.7	7.2
	5	9.7	
	7	9.1	
	9	8.8	
	17	7.5	
	18	7.4	
	28	5.3	
	33	4.0	
	36	3.3	
	37	3.2	
Career Field	19	7.3	6.0
	20	7.2	
	23	6.4	
	24	5.7	
	27	5.3	
	32	4.1	
Cash Bonuses	10	8.1	5.6
	21	6.8	
	29	4.7	
	30	4.4	
	34	4.0	
Military Service Attraction	11	8.1	4.2
	14	7.7	
	25	5.5	
	26	5.4	
	35	3.5	
	39	2.7	
	40	2.0	
	41	1.7	
	42	1.0	

C. Subgroup Comparisons

1. Methodology

The objective of comparing ratings from demographic subgroups of respondents is to determine the existence of major disagreements with respect to the perception of desirability. The primary technique employed is the rank-order correlation, more specifically Spearman's "rho" formula.

A histogram depicting the distribution of place differences between two (2) subgroups was then developed and a standard deviation calculated. Only those differences exceeding two (2) standard deviations were noted.

2. Rank Order Correlation Overview

Rank order correlations were calculated for most combinations of demographic subgroups listed on the cover sheet of the polling format. The results indicated an extraordinarily high degree of homogeneity in the perception of relative value ratings for the array of 42 incentives/opportunitiies. For the most part correlation coefficients (r) exceeded 0.9. For example, for males and females, r = 0.96.

Table B-15 displays the rank-order correlation coefficients among the age groups.

TABLE B-15

RANK-ORDER CORRELATIONS

AMONG

RESPONDENT AGE GROUPS

Age Groups	<18	18-20	21-25	26-30	31-35
<18	X	0.94	0.89	0.86	0.84
18-20		X	0.97	0.94	0.92
21-25			X	0.99	0.97
26-30				X	0.98
31-35					X

Table B-16 displays the rank-order correlation coefficients among the test score categories.

TABLE B-16

RANK ORDER CORRELATION COEFFICIENTS

AMONG

TEST SCORE CATEGORIES

Mental Categories	I	II	IIIA	IIIB	IVA	IVB	IVC	V*
I	X	0.97	0.93	0.93	0.90	0.87	0.82	0.87
II		X	0.97	0.96	0.94	0.92	0.87	0.91
IIIA			X	0.98	0.98	0.96	0.95	0.96
IIIB				X	0.97	0.95	0.93	0.94
IVA					X	0.98	0.97	0.97
IVB						X	0.96	0.96
IVC							X	0.98
V								X

*Some respondents are believed not to be true Category V since many were unable to complete the EST within the period allotted for polling.

The only other difference in perception worth mentioning is between students enrolled in the applied sciences and the arts and humanities. The rank-order correlation coefficient is 0.86.

A review of items having rank-order differences of two (2) or more standard deviations indicates almost total unanimity of perception among all subgroups with respect to Items 1 through 5 and 33 through 42, i.e., the highest and lowest in terms of priority.

D. Additional Questions

1. Background

Part IV of the polling format consists of some standard recruiting questions provided by the Sponsor. The results are tabulated herein.

2. Responses

Respondent estimates as to the total cost of their post-high school education are shown in Table B-17.

TABLE B-17

RESPONDENT ESTIMATES
OF THE COST OF
POST-HIGH SCHOOL EDUCATION

Cost	<$1000	$1000 to 3000	$3000 to 5000	$5000 to 7500	$7500 or More	No Response
N	169	681	1081	1057	1633	334
%	3.4	13.7	21.8	21.5	33.0	6.7

Table B-18 indicates respondent estimates of the degree of self-support for school and living expenses.

TABLE B-18

ESTIMATED DEGREE
OF
RESPONDENT SELF SUPPORT
FOR
SCHOOL AND LIVING EXPENSES

Expenses	All	>3/4	about 3/4	about 1/2	about 1/4	<1/4	None	No Resp
N	1084	308	639	880	763	477	426	378
%	21.9	6.2	12.9	17.8	15.4	9.6	8.6	7.6

Table B-19 provides an insight into the after-training intentions of the respondent pool.

Respondent intentions after completing this current training are summarized in Table B-19.

TABLE B-19
AFTER-TRAINING INTENTIONS
OF THE
RESPONDENT POOL

Intention	N	%
• Continue School	1538	31.0
• Continue Working at Present Job	243	4.9
• Change Job to an Area Related to Current School Study Program	2193	44.3
• Change Job to an Area not Related to Current Study Program	88	1.8
• Join the Service	110	2.2
• Do Nothing	16	0.3
• Other	321	6.5
• No Repsonse	446	9.0

Table B-20 summarizes the respondents' interest and preference ranking of the Armed Forces. A rating of one (1) represents the highest performance and five (5) the lowest.

TABLE B-20
ARMED SERVICE PREFERENCE
RANKINGS

Service		Preference Rank					
		1	2	3	4	5	No Response
Army	N	978	755	644	766	520	1292
	%	26.7	20.6	17.6	20.9	14.2	26.1
Navy	N	615	812	958	757	360	1453
	%	17.6	23.2	27.4	21.6	10.3	29.3
Air Force	N	1837	777	568	339	294	1140
	%	48.2	20.4	14.9	8.9	7.7	23.0
Marines	N	576	476	552	732	1157	1471
	%	16.3	13.7	15.8	21.0	33.2	29.7
Coast Guard	N	407	572	669	762	1032	1513
	%	11.8	16.6	19.4	22.1	30.0	30.5

The reasons for ranking a particular service No. 1 (highest) are summarized in Table B-21.

TABLE B-21

REASONS FOR HIGHEST RANKING

Reason	N	%
Training offered	720	16.7
Family tradition	429	9.9
Image of Service	984	22.8
Benefits offered	380	8.8
My friends joined	129	3.0
Other reason	589	13.6
No particular reason	586	13.6
Type of work	500	11.6
No response	638	--

Table B-22 indicates the number of respondents who work regularly on weekends.

TABLE B-22

RESPONDENTS WHO WORK
REGULARLY ON WEEKENDS

Work	Yes	No	No Response
N	1710	2770	475
%	34.5	55.9	9.6

Students were asked to indicate by one (1) check mark, the source of most of their educational funds. The responses are summarized in Table B-23.

TABLE B-23

SOURCE OF MOST EDUCATIONAL FUNDS

Most Education Expenses Provided By	N	%
Scholarships & Grants	1154	23.3
Student Loans (Government)	1065	21.5
Money Earned During School	684	13.8
Money From Family	1018	20.5
Money From Other Sources	291	5.9
Money From Spouse	142	2.9
Uncertain	63	1.3
No Response	538	10.9

Table B-24 summarizes student responses to the question that had as its purpose, determining propensity for joining the service.

TABLE B-24

DISTRIBUTION OF RESPONDENTS
BY
LIKELIHOOD OF JOINING SERVICE

Propensity to Join	N	%
Definitely Will	160	3.2
Probably Will	498	10.1
Probably Will Not	1743	35.2
Definitely Will Not	2175	43.9
No Response	370	7.5

3. Additional Propensity Demographic Data

Demographic profiles are provided with respect to the respondents who indicated a positive propensity for joining the service. The data is summarized in Table B-25.

TABLE B-25

DEMOGRAPHIC PROFILES
OF RESPONDENTS WITH
POSITIVE PROPENSITIES

Parameter		DWJ	PWJ
Age:			
<18		4	15
18-20		86	276
21-25		39	125
26-30		20	60
31-35		11	22
	Totals	160	498
Sex:			
Male		98	234
Female		65	267
	Totals	163	501
Marital Status:			
Single		121	401
Married		31	56
Divorced		7	29
Other		4	14
	Totals	163	500
Race:			
Native American		9	9
Asian		4	18
Black		54	237
Hispanic		12	46
White		76	177
Other		4	5
	Totals	159	492
Student Status:			
Full Time		142	436
Part Time		20	59
	Totals	162	495
Employment Status:			
Full Time		40	87
Part Time		52	170
Not Working		66	240
	Totals	158	497

TABLE B-25

(Continued)

Parameter		DWJ	PWJ
Major Course of Study:			
Pre Professional		10	44
Arts and Humanities		4	22
Behavioral and Social Sciences		12	25
Business Administration		37	102
Natural Sciences		8	11
Applied Sciences		18	18
Technical		27	121
Trade		18	73
Commercial		18	52
Other		3	10
	Totals	155	478
Interest in College Degree or Higher:			
Yes		135	403
No		25	87
	Totals	160	490
Test Score Categories:			
I		14	11
II		30	62
IIIA		17	45
IIIB		24	93
IVA		8	56
IVB		9	35
IVC		14	72
V		30	86
	Totals	146	460

Respondents considered to have a positive propensity are those who indicated that they definitely would join (DWJ), probably would join (PWJ) the service, a total of 658 students or 13.3 percent of the total respondent pool.

The rank order correlation coefficients for the propensity subgroups are listed in Table B-26.

TABLE B-26

RANK ORDER CORRELATION COEFFICIENTS

AMONG

PROPENSITY SUBGROUPS

Propensity Subgroup	DWJ	PWJ	PWNJ	DWNJ
DWJ	X	0.97	0.97	0.90
PWJ		X	0.97	0.90
PWNJ			X	0.95
DWNJ				X

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APPENDIX C

ITEM CODE KEY

TABLE C-1

LIST OF POSSIBLE
RECRUITING INCENTIVES AND CAREER OPPORTUNITIES
USED IN SURVEY

Code No.	Incentive/Opportunity
1.	Guaranteed choice of duty station world wide.
2.	Low interest loans in service and after service for buying a home.
3.	Opportunity to take college credit courses, off-duty, with the Army paying 75% of the tuition.
4.	Retirement benefits depending on length of service; for example, 50% of base pay at highest rank after 20 years; 75% of base pay at highest rank after 30 years.
5.	In service training courses designed to ensure acceptability of credits for civilian education and employment.
6.	A program for contributing a portion of your monthly salary, matched by the Army, and accruing interest, payable upon separation or completion of enlistment (a possible "nest egg" for transition to civilian life).
7.	Enlistment in a 4 to 6 year Army apprenticeship program that guarantees training, on-the-job work experience, promotions, and a Department of Labor "Certificate of Apprenticeship" in chosen skill or trade.
8.	Free medical and dental services and free medical services for wife and children during enlistment period and after retirement.
9.	Repayment of prior student loans without "strings" of 1/3 the loan amount or $2500, whichever is greater, for each year of enlistment.
10.	Option of having enlistment bonus invested at competitive market interest, payable upon separation (a possible "nest egg" for transition to civilian life).
11.	Opportunity for becoming a commissioned officer while in the service.
12.	Husband and wife enlistment, technical training, and co-location program.
13.	Guaranteed permanent duty location after training for remainder of first enlistment.
14.	Opportunities for gaining leadership training and experience.
15.	Entry into the Army after 2 years of post-high school education as a Corporal at $767/month base pay plus non-taxable allowance for housing and food.
16.	Entry into the Army after 12 months of post-high school education as a Private First Class at $723/month base pay plus non-taxable allowances for housing and food.
17.	Repayment of prior student loans without "strings" of 1/3 the loan amount or $1500, whichever is greater, for each year of enlistment.
18.	Training and work experience in a job skill that would be useful in civilian life.
19.	Guaranteed opportunity to work in chosen career field while in the service.

TABLE C-1
(Continued)

Code No.	Incentive/Opportunity
20.	Opportunity to review before enlisting, examples of typical 20, 25, and 30 year service programs that would project additional training opportunities, promotions, salaries, all benefits, and retirement values; a career "road map".
21.	Cash bonus of $10000 for 6 years of service.
22.	Entry into the Army after 6 months of post high school education as a Private at $695/month base pay plus non-taxable allowance for housing and food.
23.	Priority consideration over high school graduates in filling training and job quotas in chosen Army career.
24.	Opportunity to work in chosen career field at a level equal to or above achieved education and experience.
25.	Entry into the Army for a six-month mutual trial period with enlistment bonuses and educational benefits given after 6 months only if you agree to a normal two year or more enlistment.
26.	Service to your country.
27.	Opportunity to work in chosen career field while in service.
28.	Funds to continue college (including graduate studies) based on length of enlistment.
29.	Enlistment bonus for advanced civilian career training and/or experience in chosen career field.
30.	Cash bonus of $5000 for 4 years of service.
31.	Entry into Army at a higher rank based on the level of after high school training and/or experience.
32.	Placement in Army technical schools at an advanced level that takes into account prior civilian training and experience.
33.	Opportunity to train and to have a paid part-time job in the Army Reserve while remaining a civilian.
34.	Cash bonus of $2000 for 2 years of service.
35.	An enlistment contract written in easy-to-read language with all promises and factors clearly specified.
36.	Entry training (up to 6 months) plus 1 year active duty plus 3 years reserve duty for which soldier contributes $2400 and the Army add $14600 towards after-service education.
37.	One (1) year active duty including entry training (up to 6 months) plus 3 years reserve duty for which soldier contributes $2400 and the Army adds $6600 towards after-service education.
38.	Guaranteed monthly salary starting at $620/month taxable base pay PLUS non-taxable housing and food allowances (as a Recruit E-1); base pay and housing increase with rank and time in service.
39.	Adventure and travel.
40.	Service in combat-type units/jobs offering much larger enlistment bonuses than for non combat-type units/jobs.
41.	Personal challenge of being in the Army. ("Be all you can be!")
42.	Service in combat-type units/jobs.

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REPORT DOCUMENTATION PAGE

READ INSTRUCTIONS BEFORE COMPLETING FORM

1. REPORT NUMBER	2. GOVT ACCESSION NO. AD-A174 490 / 3. RECIPIENT'S CATALOG NUMBER
4. TITLE (and Subtitle) The Measurement of Student Attitudes Toward Possible Recruiting Incentives and Career Opportunities	5. TYPE OF REPORT & PERIOD COVERED: Final 6. PERFORMING ORG. REPORT NUMBER: USAREC SR 86-4
7. AUTHOR(s) Robert L. Kaplan with Patricia T. Harris	8. CONTRACT OR GRANT NUMBER(s): DAKF15-85-C-0009
9. PERFORMING ORGANIZATION NAME AND ADDRESS The Rumson Corporation 6739 Baron Road McLean, Virginia	10. PROGRAM ELEMENT, PROJECT, TASK AREA & WORK UNIT NUMBERS: N/A
11. CONTROLLING OFFICE NAME AND ADDRESS US Army Recruiting Command ATTN: USARCPAE-ARA Fort Sheridan, Illinois	12. REPORT DATE: MAY 1986 13. NUMBER OF PAGES: 66
14. MONITORING AGENCY NAME & ADDRESS (if different from Controlling Office) N/A	15. SECURITY CLASS. (of this report): Unclassified 15a. DECLASSIFICATION/DOWNGRADING SCHEDULE

16. DISTRIBUTION STATEMENT (of this Report)

Approved for public release; distribution unlimited

17. DISTRIBUTION STATEMENT (of the abstract entered in Block 20, if different from Report)

N/A

18. SUPPLEMENTARY NOTES

N/A

19. KEY WORDS (Continue on reverse side if necessary and identify by block number)

Attitudes, Survey, Recruiting, Students, Incentives, Career

20. ABSTRACT (Continue on reverse side if necessary and identify by block number)

A study was conducted between December 1984 and May 1986 for the purpose of measuring student attitudes toward a series of possible US Army recruiting incentives and career opportunities. The students polled were a sample of those enrolled in community/junior colleges, proprietary colleges, and trade/technical schools within the contiguous 48 states.

The survey utilized the MAGNESS technique, a mathematically rigorous psycho-

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metric polling methodology, that permits the combination and comparison of highly dissimilar issues on a common metric scale. MAGNESS is the registered SERVICEMARK of The Rumson Corporation.

The survey indicated that duty station location, pay and allowances/benefits, and job training and educational benefits were the most desirable generic groups of incentives/opportunities. Military Service attraction was the least attractive group.

A high degree of agreement exists among all demographic subgroups of respondents, especially with respect to the issues of highest and lowest priority.

END

12-86

DTIC